

THE CEA CRITIC

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Notices of Note

Old Swedish dialects in the United States will be recorded on tape and preserved for posterity by Dr. Dag Stromback, professor at the University of Upsala. He has received a grant of 12,000 kronor for this purpose from the King Gustaf VI Adolf Fund. "In America," he observes, "there still exist quaint old Swedish dialects that long since have disappeared in Sweden. These 'frozen' idioms are almost identical with local dialects in nineteenth-century Sweden, and they are of great interest from linguistic and historical viewpoints. Old pioneer traditions and memories concerning the first Swedish settlements in America will also be recorded." Dr. Stromback was visiting professor at the University of Chicago in 1937-38.

CEA ANNUAL MEETING

Mark your calendars now for the annual meetings of the CEA in Chicago, Palmer House, December 27, 1961.

Public Meeting 4:45 - 6:00 p.m. Wobash Room: Cultural Influences on the Teaching of English: Some Crucial Issues. Seymour Betsky (Montana State Univ.), Chairman; Albert Markwardt (Univ. of Michigan), Robert Gorham Davis (Columbia Univ.), and Marvin Mudrick (Univ. of California at Santa Barbara), Panelists.

Dinner Meeting 6:30 p.m. Room 17: William Van O'Connor (Univ. of California at Davis), Speaker. President Henry T. Moore presiding.

Regional Breakfast 7:30 a.m. December 28. Stoufffers' Restaurant. Patrick Hogan, Jr., presiding.

CEA Booth will be #1 on the Exhibit Floor.

Dr. William W. Watt, past president of the Pennsylvania CEA, is one of four Lafayette College faculty members named a Jones Faculty Lecturer for the 1961-62 year. Professor and head of Lafayette's department of English, Dr. Watt will discuss "Literature Versus Science: A Victorian Dilemma" on January 10.

The Jones Faculty Lecture Series was established at Lafayette in 1959-60 under the auspices of a fund for the reward of superior teaching originated by Mr. and Mrs. Thomas Roy Jones of Westfield, N.J.

The University of Alberta is pleased to announce that the fifth Summer School of Linguistics will be conducted, jointly sponsored by the Canadian Linguistic Association, during the summer of 1962. The following courses will be offered by members of the staff of the University of Alberta and outstanding visiting professors: General Linguistics, Descriptive Linguistic, Field Methods in Linguistics, Cree Phonology and Structure, Culture and

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PERSPECTIVES ON THE PROFESSION

At the start the ideal person for a teaching career should be widely read, and not too specialized in his reading. He should love to read not merely recent literature, or the eighteenth century, or the tradition of John Donne: he should have catholic tastes in his reading. He must also have ideas about what he reads and should be able to express such ideas effectively by voice and on paper. He should practice reading aloud privately or to a sympathetic listener.

So far as training goes he will get some consciously and some subconsciously. By the time he rates a B.A. degree he will have observed a fair number of teachers, and will remember as excellent some from high school and some from college. Teaching is in large part imitative. It is highly desirable that one should have some teaching experience after not more than a year in graduate school, and should have it totally outside and apart from the graduate school. After a long stay in graduate school one has made an investment in time that he hates to give up. He should find out if he likes teaching before he is hopelessly "committed" to it.

Somewhere along the line he should acquire a sound sense of the meaning of words — even of their overtones. In days when I sometimes saw the results of the Carnegie tests given to those desirous of admission to a graduate school, it pained me to note that almost usually candidates for admission in mathematics or philosophy made better scores in "verbal aptitude" than did those in English. Is our discipline less precise than theirs? Many words now float about: fewer are precisely understood: the result may be slovenly thinking. A teacher in his classroom must teach diction. If he is teaching Shakespeare, for example, he may make the student stand, read aloud from four to ten lines of text and explain the meanings involved. Such work will be less entertaining than a fluent and breezy lecture, but it has essential values that are obvious. It instantly betrays of course the stupid student.

The would-be teacher obviously brings to the graduate school some miscellaneous equipment: what does he get there? If he is teaching — presumably freshman English — all through his training period in graduate school, he doesn't get much. He learns (unless he is most unusual) to teach in a slovenly fashion and to study in an off-hand fashion. The curse of many graduate schools is the teaching fellow; but it is hard to avoid that curse: men have to live.

The objectives of the graduate school in

English are often misrepresented. When I began work for the Ph.D. more than fifty years ago, the assumption of the graduate faculty was that the candidate must be well read in all fields of English literature. Sir William Craigie once remarked, "A Ph.D. should be able to read and explain English of any period." Not all English, but some English of any period — as an ideal. The assumption also was that the candidate did some reading on his own, not merely the reading assigned in courses. With some modifications this pattern persists. Obviously it precludes almost wholly anything like spe-

BUREAU OF APPOINTMENTS

The CEA Bureau of Appointments is maintained at Upsala College as a service to CEA members. The only charge, in addition to national CEA membership, is \$2.00 for a twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership fee of \$4.50. Registration does not guarantee placement. Prospective employers are invited to use the service of the CEA Bureau of Appointments at no charge.

The Bureau will operate during the national meeting, December 27 - 29, at the Palmer House, Chicago.

cialization in a period or in a genre. The worst thing the graduate school does for the new-made Ph.D. is to tell him that he is now a specialist. His thesis, to be sure, is "specialized"; but it is wrong to allow the candidate normally to think that his thesis is more than an exercise composed to indicate detailed study and some ability in organizing material thoughtfully and expressing it well. Unfortunately graduate schools feel it desirable to create a great many Ph.D.'s. If we could persuade administrators that there are other criteria of excellence besides degrees, a real revolution with some progress might be accomplished, and the Ph.D. might again become something more than a mere teachers' certificate for college work. It is unfortunate — even shameful — that Harvard's example in promoting non-Ph.D.'s to top professorships has had so little influence on other institutions. But it must be noted that the Harvard professors concerned have been men who, without the degree, continued to grow intellectually both inside the classroom and outside.

Growth is essential. The achievement of a Ph.D. is not a terminal: it is simply a stepping stone — one among several such. It has been said, "An administration wants a professor to be judged by his peers and not merely by a bunch of under-

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THE CEA CRITIC

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Calling Central

In a Department of English in a Southern school of technology, so a friend of mine informs me, not one of some 25 instructors appeared to be aware of the existence of *The CEA Critic* much less a subscriber thereto. This information is rather jolting.

Professional societies, most of which carry their own compulsory subscriptions to their journals, have different bases of operation. *A* joins because his society is a professional union. *B* joins because he likes to exchange ideas. *C* pays dues only as a subscription to the journal. *D* signs up because he feels a prestige in so doing, membership in a group with status. *E* dotes on meetings, organizations, conventions, and small politics. *F* affiliates him-

self as a means for getting at other members of the group. *G* likes emblems, mottoes, pins, and stationery. *H*, of course, is all snob.

The subject, the character of the society, and the generic characteristics of the group associated with the subject determine the distribution of motives behind memberships and subscriptions.

In a group potentially as large as the CEA it is difficult to see how "union" strength properly can be used for anything but an underwriting of English, in language and in literature. *The CEA Critic* has been restrained, remarkably fair, and in balance. Not given over to dispute, it does not restrain debate. It is informative, without being stuffy, heavy, or pompous. It is mechanically manageable and relatively inexpensive. It does not categorize literature nor is it permitted to be split wide open by structural linguistics. It is not a tool of "communication engineering," as it could be. It does not fall for any group in which the aim is a 51 per cent vote which will commit the other 49 per cent.

With full support, of a stature worthy of its subject, the strength of the CEA and *The CEA Critic* could set academic standards, by quality and not by ritual. It could restrain dictionaries from bowing too much to a public which is not always wise in exerting its unknowledgeable weight of numbers. And it could do this without losing its admirable balance in editorial policies.

True, the idea rather than the language is the main issue in English. But every 300 words uttered or written contains evidence that an idea, for its birth, depends on perfection in language. And perfection demands a right course, not the gesture of compromise.

As custodian, the CEA has a heavy responsibility to the rest of us. The CEA is the prime upholder of the language end of the story, and its members should know better than any others that language is not only the pot of paint that goes into the illustrations, but also the color and line, to an extent which permits no dissociation from a centralized outlook.

MAX S. MARSHALL

University of California Medical Center

PARSON Versus HYPOCRITE

Queer things can happen in language. I like to think of a parson and a hypocrite as being diametrically opposed to each other — the parson a good man, the hypocrite a bad man. But some strange linguistic developments have taken place between the words *parson* and *hypocrite*.

Now, if we go back to the ancient Greek origin of *hypocrite*, we find there that *hypocrites* meant 'one who answers (that is, on stage), a player, a pretender'; and it became connected with drama. A player in an ancient Greek drama regularly wore a mask — he was a mask-wearer. In Latin, on the other hand, a part played by an

actor in a play was a *persona*. Originally, however, *persona* meant 'a mask (worn by an actor in a play)'; and the main function of the mask was to amplify or modify the sound of the voice, for the *per*-part means 'through' and the *sona*-part is closely related to Latin *sonare* 'to make a sound.' So a *persona* or 'mask' was something to make a sound through. The voice was amplified or otherwise modified as it came out through the *persona* or mask.

At this point let's open a book written by James B. Greenough and George Lyman Kittredge of Harvard University in 1901 and entitled *Words and Their Ways in English Speech*. Here we find the development in meaning of *persona* over a long period of time. First, it meant 'mask.' Then it came to mean 'a character indicated by a mask.' In its next stage of development it meant simply 'a character or role in a play.' Then it advanced to the point of meaning 'one who represents a character.' Next, it came to mean just 'a representative in general.' Its sixth step brought it to mean 'a representative of a church in a parish.' And finally with a change illustrated by *clerk* versus *Clark* and our *derby* versus the English "*darby*," *persona* came to mean 'parson,' and the spelling was also slightly changed, so that *p-e-r* became *p-a-r* — *parson*.

Since both *parson* and *hypocrite* go back to the idea of a mask, I suppose that by a certain old mathematical axiom, namely, "Things equal to the same thing are equal to each other," we might say, "Therefore parson equals hypocrite" or "A parson is a hypocrite." That would be logical; but language is not always logical in the ordinary sense of the word.

JAMES T. BARRE

Northeastern University

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ARE WE DOING ENOUGH?

At the Land-Grant Universities' Centennial Convocation, Kansas City, Missouri, Nov. 12-16, a speaker remarked that if chemistry won World War I and physics World War II, the humanities as a whole must see us through the coming crisis in world affairs if anything can; if they fail us, civilization is doomed. A constant theme of this exciting conference was the need in the years ahead for well-balanced, broadly oriented human beings who will have the patience and ability to solve mankind's problems.

Part of the purpose of the conference was to evaluate the first hundred years of the land-grant movement and to look into the years ahead. Since this movement constitutes a major segment of American higher education, the evaluations have relevance for all colleges and universities in our country.

To avoid embarrassing the speakers and infringing upon a forthcoming volume to contain the entire proceedings, I shall name no names; but another remark that sticks in my memory is that although no one can challenge the excellent accomplishments of our universities in technical and scientific fields, he might nevertheless very well ask, have they succeeded in creating genuinely intelligent citizens? Why do our universities point with pride to the research of their faculties, to books published and to discoveries made, but not to what they have done in liberating the minds of the American people?

Another notable comment, I think, was that although America has far more college graduates in its population proportionally than any other country, many fewer Americans than Europeans are capable of intelligent discussion, thoughtful appraisals of ideas, and philosophic thinking; Americans read far fewer serious books than Europeans and tend to live provincial lives in spite of their higher level of education. Our colleges, it would seem, have not yet learned to do as much setting free of the mind as secondary education and the cultural environment are already doing abroad.

These were not statements of gloom. Rather, they were challenges to us to do better than we have been doing. And, although no speaker that I heard addressed himself to this point, their relevance to departments of English, to readers of *The CEA Critic*, was patent to me.

We were told too of the shocking ignorance among many Americans of the very processes which have made our country great. Too many of our citizens decide to reject all change and progress. They practice a 20th century imperialism of the mind in wishing to foist the capitalistic system upon the new countries of Africa, and forget that each country must be granted the right to chart its own path which may be neither communistic nor capitalistic.

Indeed, they do not know that our own government spends a larger proportion of our gross national product than several so-called socialist governments. If education is to mean anything it must create more open-minded, more generous men for the future.

This same speaker also described the ironic disbelief of Africans when told that the white man has saved them from savagery. Knowing about our two world wars and our atom bombs, they wonder who are really the savages in the world today.

To the protest that our government should not spend so much money bringing students to our shores for education from countries which have not yet developed adequate colleges and universities of their own, one university president replied that if the current numbers being aided by federal funds were trebled and the project were in other respects vastly enlarged, the funds involved would still be short of the cost of a single polaris submarine.

And yet, in a session of university deans, the point was elicited from a reluctant government official present in the audience that in setting up a graduate scholarship program our congressmen have exercised censorship. By placing grants for work in languages and literature, philosophy and the arts on a non-priority basis, they have effectively determined that few or no federal scholarships will be offered in these areas. Apparently, important leaders in our country still remain unconvinced, in spite of the contrary point of view expressed frequently at the conference, that a broad humanistic training is essential for the future of the world.

At one moment during the convocation I experienced a striking confrontation with reality. Passing from an idealistic discussion of the future of American education in one hall of the Muehlebach Hotel, I entered another chamber by mistake. Here what appeared to be a session of a local rotary club was in progress. In the moments I remained before awakening to my error I heard a speaker denounce *The Reader's Digest* for its subversive, communistic articles, and demand that it be forced to suspend publication of its overseas editions. I wondered how many of the men in that room were college graduates. Perhaps the majority. No protest was raised to the speaker's remarks.

When the complete record of this important Centennial Convocation is available it will certainly be worth careful study. I report here only a few fragments that stick in my memory from the small fraction of the many concurrent sessions I was able to attend. Among friends of CEA whom I saw there were President Francis Horn (Univ. of R. I.); Dean Bruce Dearing (Univ. of Del.); and Maxwell H. Goldberg (Univ. of Mass.)

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Inside The Two Cultures

Although novelist-physicist Sir Charles Snow in his book *The Two Cultures* recently admonished university professors for allowing a division to develop between the humanities and sciences, I have found, after spending two summers writing news releases at a leading university, that his strictures are not quite stern enough. If there are two cultures, as Sir Charles suggests, there are at least a half-dozen sub-cultures. Each one of these sub-cultures has developed because academic specialists have allowed their necessarily technical languages to proliferate into jargons comprehensible only to other specialists in the field. Like the writers of "belles-lettres" in the Alexandrian Age, the modern specialist in physics, law, anthropology, philosophy, or a similar discipline, tends by habit to write only for members of his own academic club. He feels little need to communicate with that abstraction known as the layman, who, more often than not, turns out to be a colleague from another department with whom the specialist converses at faculty luncheons. Thus specialists in different departments of the modern university find themselves in the paradoxical position of being social intimates living in intellectual seclusion. The departmental ivory towers become, in effect, barriers of words which separate colleague from colleague and make very difficult the specialists' attainment of a liberal education.

The situation of which I am speaking is, of course, most pronounced in universities with large graduate divisions. But as conversations in the teachers' rooms of undergraduate institutions frequently reveal, failures of communication among members of different undergraduate depart-

ments are not uncommon.

This August, Columbia College, a pioneer in general education courses, announced the suspension for three years of the Contemporary Civilization B course which, on the sophomore level, was constructed to draw upon recent developments in psychology, sociology, anthropology and other fields in an attempt to illuminate the problems faced in this century. According to Dr. Robert K. Webb, Chairman of the Contemporary Civilization Program at Columbia College, the material in the prerequisite Contemporary Civilization A course, which covers developments prior to this century, "could always be controlled historically and in terms meaningful to any liberally educated man." But of Contemporary Civilization B, he indicated that qualified teachers were difficult to find because "A similar expectation of graceful omniscience proved illusory for subjects of great difficulty and subtlety in fields where few means existed to bridge gaps created by specialization in discipline and language."

Much to my surprise, I learned that these "gaps" are sometimes bridged in the non-academic, university news offices where professional journalists attempt to "translate" the technical languages of each department into lucid English prose intelligible to the layman. Not infrequently this "translation" is done over the protest of some specialist who is dogmatically certain that the complexity of his work lies beyond the scope of common speech. Sometimes the specialist is right. But in the overwhelming number of cases, the university specialist balks at the sheer effort required to redefine his terms and to reappraise his thoughts in a language which can be understood by persons outside of his academic club. Since the complexity and refinement of modern research make everyone a layman in certain areas of knowledge, such an attitude on the part of the specialist can only transform university departments into bodies of intellectually isolated men. In the rarefied air of the new, steel-and-glass graduate buildings, where the privileged few are insulated from the common man by built-in faculty rooms and cafeterias, the technical languages of individual graduate departments can deteriorate into appalling jargons.

The university writer who is engaged in the work of "translation" is well-acquainted with the delight some professors experience when they learn that their work can be explained. But the professor's first attempt at writing in the language of common speech is the one which is most hair-raising.

A noted physicist, the Dean of Faculty at a highly-rated undergraduate college, asked me this summer to forward the following account of his proposed research to the major wire services, newspapers and magazines of the nation:

Another research that will be made

[Of course, plural *researches* will be made.] is to determine whether the vibrations of atoms [What kind of vibrations?] in the superconductive metals [Fortunately, "superconductive" is defined earlier in the article. But what metals will be used?] is less than when these metals are in their resistive state [What is a resistive state?] at the same temperature. [The same as what other temperature?] These researches are made by adding small but precise amounts of heat to metals and observing their [The metals'] temperature rise. Indications have already been obtained with niobium metal that this change [What change?] does take place although the theory [Identify the theory.] does not predict it. (my brackets)

I have no doubt that members of the physics club, or at least members specializing in a field known as low-temperature physics, would have no difficulty in understanding this account of proposed research. But can one really expect the educated layman to understand it?

On the other hand, here is the final draft of the same story written with the aid of the physicist:

A second problem for the . . . research team will be to measure, at a very low temperature, the vibrational energy of atoms found in the crystal arrangements of the metals niobium, thorium and vanadium when the metals are normal conductors of electricity. A second series of measurements, taken at the same temperature as the first, will measure the vibrational energy of the atoms when the metals are superconductors of electricity. By comparing the results, it will be possible to determine if the vibrational

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energy is less in metals which are superconductors than in metals which are normal conductors of electricity. . .

Indications already have been obtained with niobium metal that changes in the specific heat of the atoms do occur, although such changes were not predicted in current theory.

It seems to me that a layman, versed to some degree in the technical language of physics or willing to pay attention to the definitions presented in other parts of this final draft of the story, might obtain some general idea of the physicist's work.

Even when the subject is non-technical and requires no specialized language, scholars sometimes conceal their meaning behind a cloak of abstract verbiage and sorry metaphor. Then too, when problems of technical languages and jargon have been overcome, one must still confront the painful subject of grammar. Meaning usually is not at stake here, but there is at least the need to keep up appearances among one's educated fellows.

The Dean of a well-known professional school complained several years ago in a statement quoted in the *New York Times* that students in his school were so lacking in basic writing skills that his school was forced to "operate, at first, as a species of correctional institution." He added that student compositions were "for the most part graceless and too often distressingly ungrammatical." Yet the same Dean, when required to prepare an address for the laying of the cornerstone of a multi-million dollar building, submitted for press release a speech which contained no less than four major errors in grammar.

First, there was an error in subject-verb agreement. "Rote learning from text books and by jealous devotion to the . . . method," wrote the Dean, "were [was] aban-

doned by our Faculty long ago."

A mistake in the use of a pronoun was made when the Dean wrote, ". . . [The name of an academic subject was inserted here.] is a practical discipline whose function it is [the function of which is to]. . ."

The vague reference of a pronoun to a complicated idea in a previous sentence was also introduced into the text.

"The great centers of learning, particularly in Europe, clearly demonstrated this (this what?), and . . ."

Finally, two sentences were run-on.

This almost grammatical speech would have received a "flunk" in many college composition classes. Yet the quotations are taken from a partial text which the Dean saw fit to have mailed to the major information media of the country.

I have taken my examples from the writings of several deans, the administrative presidents of the various academic clubs. But if the deans occasionally write poorly, so do their subalterns. The sad fact is that a large number of university specialists are unable to write for publication without the services of a professional journalist.

Many of the blunders in grammar and meaning which one finds in the waste land of academic writing are undoubtedly the results of haste. The multiplying duties of today's administrator-scholar-teacher leave little time either for leisurely reflection or careful composition. Nevertheless, to prevent the unnecessary fragmentation of knowledge, specialists doing advanced research have an obligation to report their findings in the clearest possible language. In a non-technical article the use of jargon and mistakes in grammar, although to be avoided, usually do not entirely hide the meaning of the author. But when the subject matter is extremely subtle or technical, imprecise writing will insure that the article is understood only by a limited group of specialists.

As a college teacher of English literature and composition, I am aware of how often the jargons of sociology, education, psychology, and literary criticism appear in student themes. The use of jargons must be stopped on the undergraduate level; for if these jargons are still used by students when they do graduate work, students and specialists in advanced research will soon insist, as many professors now do, that communication with non-specialists is impossible.

On the last page of a pamphlet entitled "The University and Public News Media" by P. Ivey, Director of the University of North Carolina News Bureau, a photograph and caption accurately reflect the attitude of many university specialists. The photograph shows a pensive chimpanzee scratching its head. Beneath the photograph, the caption reads, "Frankly, I doubt that my Monograph can be interpreted in terms the layman can understand and of which my colleagues will approve."

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and Herbert K. Tjossem,
both of Lawrence College

This concise little book provides the student with all the information on grammar and rhetoric that is essential to effective writing. The approach is frankly conservative, in the belief that every student should know traditional principles or organization, correctness and taste. At the same time, the authors encourage the beginner to draw upon his own experience and imagination in his writing, to take an original stand and stick to it. Organized for convenient reference, the book can be used alone or as a companion to Strunk and White's *Elements of Style*. It should prove especially useful in the new freshman courses emphasizing subject matter instead of writing.

January

READING For RHETORIC

By Caroline Shrodes, Clifford Josephson, and James Wilson,
all of San Francisco State College

Here is a rhetoric text that encourages the student to become his own first critic. It shows him how rhetoric has been applied to the practical problems of writing by a number of notable prose craftsmen, so that he can use similar methods in his own work. The essays have been chosen for their variety and high literary merit. They discuss interesting topics with wit and insight, and the use of several different approaches to the various rhetorical forms. Through the study of these examples of successful writing, students will learn that good style is not a mysterious abstraction but a valuable aid to self-expression.

February

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Cleanth Brooks and Robert Penn Warren discuss the nature of poetry and its technical aspects with Robert Frost, John Crowe Ransom, Robert Lowell, and Theodore Roethke. Although the tapes are especially suitable for use with the Brooks and Warren *Understanding Poetry*, 3rd Ed., they would be extremely valuable in any poetry course. (2 tapes, \$7.50 each; transcript available for \$.75)

Holt, Rinehart and Winston, Inc.
383 Madison Avenue, New York 17

ON READING WITH THE EAR

Owing to certain arcane practices of the merchandisers of mailing lists, there comes in the morning mail a brochure from the Book-of-the-Month Club inviting me to improve my reading. (Presumably, I might become a candidate for Club membership as a result of the promised reading improvement.) I know that no insult is intended, that such things come to a professor of letters only as a consequence of the impersonal workings of the Organized Society. But it provokes thought. "Philology is the science of reading," said Gasset (by philology, of course, he meant the exact scholarly study of literature), but that was in a past age; today the Science of Reading is the accredited property of psycho-pedagogical Professors of Reading, who are much concerned with the Remedy, or the cure of lost souls.

The BOTMC offers the usual program, now well formalized, for Speed Reading: a mechanical pacer to push one ahead at the appropriate speed, books of exercises, self-correcting and self-evaluating — a planned progressive Program requiring only fifteen minutes a day. (Shade of C. W. Eliot, who once brought all of Culture to us at that rate, what a regression is here! Now we must work on culture's mere preliminary, the modest art of reading.)

The brochure explains the rationale of the Method. All is familiar stuff to the Professor of the Science of Reading: the problems of eye regression, of making ocular leaps of adequate magnitude, of learning how to Skim, to survey heads to encompass the grand idea, to read at top speed so that Comprehension will be maxi-

mal. Familiar — not so much from his own direct experience as from his peripheral awareness of the great growth of the Remedial Reading Mania.

Two things impress us about these programs. One is the passion for speed. The real aim, of course, is fluency: the elimination of mental stuttering in reading. But fluency is only one-half of reading; for the other half of reading skill — the capacity for precise and detailed analysis, leading toward what Dimnet calls "total comprehension," — these programs make little provision, reflecting the current view that reading has only "information" (mystic term in the contemporary culture) as its aim. The second is the implication, out of behavioral psychology, that reading is primarily a mechanical process in which physical events such as eye movements are paramount.

It is worthwhile to try to analyze the rationale of the current approach to the national Reading Problem, the scientific reasoning underlying the Programs.

Every teacher of English knows that the problem exists, that lack of fluency and skill in reading, which should be an automatic accomplishment at college age, is common. I recall one student whose reading was confusional, who regressed, dawdled, miscomprehended (he read "encroached" as "involved"), and suffered a defeatist mental block before the printed page. Like many other bad readers, he had learned by the "word recognition" method. One suspects that the earliest teaching of reading is a main source of the national reading block. Go to a primary-school class where the word-recognition method is used, and ask yourself whether this method does not have built into it provisions for the *active conditioning* of eye regression, of oculomotor dawdling, of inhibition of visuo-auditory integrations, of an arrest of fluency.

The fundamental psychology underlying the pedagogical methods of the reading "specialists" whose pronouncements have a controlling influence on the elementary teaching of reading is open to challenge. The idea of both the word-recognition method and Speed Reading is that the symbol can be learned or apprehended without the preliminary or adjuvant learning of the precise aural image. The aim is to eliminate from mental process the auditory image of letter or word. The stubborn effort to eliminate phonetics — the learning of sounds — from the study of reading and language stems from a wooden application of a psychological theory never verified, highly questionable, and refuted by experience. (It is surprising that this effort should be made in the era of "audio-visual education" but unhappily audio-visual education does not mean a training of visual and auditory intelligence, as for example through solid grounding in the elements

of music and art; rather it means the learning of other, extraneous things — possibly history or cabinet making — by aural and pictorial means.)

If these ideas were traced to their source, I think it would be found that the obsessions of the methodologists stem from an arbitrary application of gestalt theory, and curiously, from the most questionable aspect of gestalt psychology, its denial or misconception of the learning process. The idea that learning proceeds by an instantaneous process, inherent in psychic structure, which grasps the broad configuration or pattern without preliminary attention to particulars, is well developed in Kohler's *Gestalt Psychology*. This authoritative statement of the principles of this school has no chapter on learning. Historically, the idea may be an old one: Plato's concept of the innacy of ideas, permuted by German metapsychologists. These ideas were taken over by Educational psychologists and are still maintained by them, although Hebb, in *The Organization of Behavior* (1948) has demonstrated that pattern learning requires time and the apprehension of particulars. In persons congenitally blind from cataract, after sight is restored by operation, the recognition of a simple triangle as such requires weeks of time and careful conning of the angles of the figure. The application to letter and word learning phonetic and grammatical analysis, and other painstaking procedures of "traditional" pedagogy is obvious.

Can the symbol — its meaning or referent — be well learned when the intermediate auditory image, or word-sound is passed over and instruction is aimed at purely verbal — that is, visual —

(Please turn to page 9)

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1961

PERSPECTIVES

(Continued from page 1)

graduates." The remark supposedly justified a requirement of publication on the part of the teacher. Publication certainly would be one sign of life and growth: one can imagine others.

When Mr. Angell became President of Yale, he announced in an early public statement that thereafter excellent teaching in only elementary courses would entitle a man to top promotions. A few years later in his annual report Angell bluntly reneged on his promise. The reason offered was that in continually teaching only young students there was likely to be no growth of the professor's mind. When an excellent freshman teacher reached middle age, students familiarly knew the jokes and the customary "fast line." They were only moderately amused by it then, and were very little stimulated. For freshmen a young teacher or an aged one seems best. The young teacher may be a friend; the elderly man, a second father perhaps. Between these ages the academic mind is growing and performing in various ways on various topics. But always, even to the age of retirement, the major effort should be to keep alive and growing. The categorical imperative may well be, as an old German put it, "*Lesen, viel lesen, immer viel lesen.*" Thus one avoids too much golf or bridge; one may well concentrate on one's own mind and its achievements and limitations, and silently leave to others their virtues and defects. Thus there may be peace in the family and illumination both in the classroom and outside. It's a tough assignment.

A note may be added concerning a matter of departmental policy. The American belief in the efficacy of A COURSE is fantastic. It almost assumes that one

learns only in courses. We do not teach enterprise in self-education. The one course that the whole academic community believes in is the remedial course in freshman composition. The reason for this insincere belief is easy to see: the course relieves other departments, apart from English, of all burden involved in the bad writing of students. If students write abominably, it is supposed to be the fault of the teachers of English. To rely so upon one required course is like scrubbing a small boy's face, dressing him neatly, and sending him once a week to Sunday School, and then expecting him to be a "good boy" the other days of the week. English departments have allowed this corrective burden to be shoved off upon them, and probably now they cannot get rid of it; but they should more loudly preach the gospel that all departments have a responsibility in insisting that students write competently. I have in my day taught freshman English more years than most members of the CEA have done or will do, and I enjoyed the work. It promotes pleasant relations with students: it does not accomplish much else. I believe it is true that no other leading nation (apart from the U.S.A.) recognizes corrective vernacular composition as a possible college subject.

Nowadays, with all colleges overcrowded, the teacher of English should not waste his time on any illiterate freshman.

GEORGE SHERBURN
Harvard University

PROJECT ENGLISH

A representative of the Higher Education Division, HEW, will be available in the CEA suite during the annual meeting to explain grants under PROJECT ENGLISH. Also a speaker at the dinner on Wednesday.

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A.

220 38 144 124

"A perfect woman, nobly planned,
To—, to comfort, and command."

Wordsworth, "She Was a Phantom of Delight."

B.

182 76 132 112

To move by small degrees.

C.

118 164 96 202

A period of fasting.

D.

20 110 36 166 114 158 62 104 210 176

Large estates.

E.

162 216 10 154 22 84 178 72 116

64 108 2 Fish-eaters.

F.

92 46 60 4 136 222 32 204

Communication of supernatural knowledge.

G.

12 188 44 206 100 68

"Not—, nor the gilded monuments
Of princes shall outlive this powerful
rhyme." Shakespeare, Sonnet 55.

H.

74 146 28 78 160 142 192 130 94

Birthplace of the Acrostician.

I.

102 70 6 86 150 208 134

Nationality of Bathsheba's first husband.

J.

16 122 212 140 90 50 156 82

"... some degree of — must be sacrificed
to conciseness." Johnson, "On the Bravery
of the English Common Soldier."

K.

194 198 80 14

Hardy cabbage with curled leaves.

L.

30 170 56 174 River in Portugal.

M.

148 152 200 24 34

A bench for the feet or knees.

N.

66 18 52 184

A flat-bottomed, square-ended boat.

O.

54 128 98 48 224

To summon forth, as from seclusion.

P.

214 42 180 One (Scottish).

Q.

126 172 58 190 Mystery, magic

R.

196 26 168 A newt.

1	2	E	3	4	F	5	6	I			9	10	E	11	12	G	13	14	K	15					
16	J			18	N			20	D		22	E			24	M		26	R		28	H		30	L
31	32	F	33	34	M	35	36	D	37	38	A	39			41		42	P	43	44	G	45			
46	F			48	O			50	J		52	N			54	O		56	L		58	Q		60	I
61	62	D	63	64	E			66	N	67	68	G	69	70	I	71	72	E	73	74	H	75			
76	B			78	H			80	K		82	J			84	E		86	I					90	J
91	92	F	93	94	H	95	96	C	97	98	O	99	100	G	101	102	I	103	104	D					
				108	E			110	D		112	B			114	D		116	E		118	C			
		122	J	123	124	A	125	126	Q	127	128	O	129	130	H	131	132	B	133	134	I	135			
136	F							140	J		142	H			144	A		146	H		148	M		150	I
151	152	M	153	154	E	155	156	J	157	158	D	159	160	H			162	E	163	164	C	165			
166	D			168	R			170	L		172	Q			174	L		176	D		178	E		180	F
181	182	B	183	184	N	185			187	188	G	189	190	O	191	192	H	193	194	K	195				
196	R			198	K			200	M		202	C			204	F		206	G		208	I		210	D
211	212	J	213	214	P	215	216	E	217					220	A	221	222	F	223	224	O	225			

ACROSS

1. A gizzard or liver of fowl with a bit of leg.
9. A bedroom may be in a castle or may be in March.
31. The boiler pressure needed for a ship's speed falls mute here (4, 5).
41. Accustom by usage and rein you in.
61. An Indian apparently in Central America but really in Peru.
66. Soften when spied in prose.
91. The goon's ladder is in the place for keeping the rake, trowel, etc. (6, 4, 4).
122. Weapon first used successfully in 1806 or a fireworks by the author of "Love for Love"? (8, 7).
151. Formal meeting of the ruler and his ministers may be supreme, but not in Washington (5, 5).
162. Time this enumeration designation.
181. Say it again and repeat it to five hundred.
187. The Acrostician's first editions, for example, are found when certain chessmen swallow a bear (4, 5).
211. Mar the surface of a hundred charts.
220. If you get as mad as this damp fowl then we change places (3, 3).

DOWN

1. Fishing with a spear or fleecing suckers.
3. Ships are laden with this instead of ballast, or lug back this from abroad (4, 5).
5. German girl for sale.
9. One of the Acrostician's earliest works based on mistaken identity (6, 2, 6).
11. This may be a marksman's original attempt, but fish start at zero (1, 5, 4).
13. Mr. Walter of the Met or Mr. Frank or Bun?
15. A seaman's coat or a doped coffin nail.
22. Bolingbroke, father to Hal (5, 3, 6).
80. With seven first you'd have a rapid means of transportation from fairy tales with three-mile shoe (6, 4).
103. Emblem of a great American organization or a member's molar (4, 5).
135. At first it looks like a crime of the Reaper, but it means a record of entrances made (5, 2).
136. Actor's lines to the audience. They serve as dies.
153. Perfume from flowers used by all great tarts.
176. French cleric may be a degree above this title.

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DIRECTIONS

The puzzle on the facing page is an ACROSTICKLER, a new puzzle combining features of the crossword and the acrostic. Readers of *The Reporter* have encountered ACROSTICKLERS there and have no doubt seen that they are the work of one Henry Allen. Members of CEA may now know the secret — Henry Allen is the composite of two CEAs, Allen B. Cook, past president of the Mid-Atlantic CEA, and Henry Adams, also past president of that regional and a nominee for national director. Both are members of the English staff at the U.S. Naval Academy.

The particular puzzle reprinted here is taken from the first collection of ACROSTICKLERS, brought out by The Viking Press this year. It is a brain teaser that incorporates an acrostic with a crossword that has pun-and-anagram clues. Henry and Allen suggest 30 to 45 minutes as par, "allowing nothing for breathers." (The January *CEA Critic* will print the solution.)

DIRECTIONS:

1. In all the definitions labeled ACROSS and DOWN two clues are provided, except in reference to the ACROSTICIAN, the person whose name is spelled out in the acrostic. One of the clues is a conventional synonym (sometimes concealed); the other is a pun, anagram, or play on words. Examples: *incite* might be defined as "urge on in sight in sound"; *Negro* might be hidden in the definition "A colored man in a piNE GROVE."

2. Letters from the acrostic should be transferred to the corresponding squares in the crossword, and vice versa.

3. The initial letters of the correct words in the acrostic will, when read down, spell out the name of a prominent person, the ACROSTICIAN.

January
1
9
6
2

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ON READING

(Continued from page 8)

recognition? In my own experience I find that I do form an auditory image when reading, doubtless due to an antiquated and heterodox training in music, Latin hexameters, French alexandrines, and English poetry. Making the charming and intriguing tests suggested by the BOTMC, however (feeling the lips and Adam's apple while reading, etc.), I find that I do not make the incipient speech movements alleged to be disastrous to reading speed. My auditory images must have another source — cortical, perhaps. Perhaps the parallel is that of the musician who can "read" a musical score, that is, read it silently and know through central processes how it will sound. This is "reading with the ear."

Doubtless any language learning is facilitated when the visual, auditory, motor, and sensorimotor centers are all employed, in silent and vocal reading, speaking, listening, and writing; and all contribute to stabilizing the learning of symbols.

Every teacher of poetry knows how difficult it is to teach present-day students to "hear" poetry — to form the aural image of the poem as living speech — and knows, too, how indispensable is this image to full comprehension. We deal with aural illiterates. An older generation of linguists, like Kittredge, maintained that language is primarily and essentially speech, contradicting the reading theorists' unexamined belief that language can be immediately grasped as printed abstract symbol. As an antidote to the disastrous theories of educational psychologists, who refuse to accept the obvious results of experience in the schoolroom, let us hear from William James on attention in reading and listening: "the habit of reading not merely with the eye, and of listening not merely with the ear, but of articulating to one's self the words seen or heard, ought to deepen one's attention to the latter. . . I can keep my wandering mind a good deal more closely upon a conversation or lecture if I actively re-echo to myself the words than if I simply hear them; my students report benefit from voluntarily adopting a similar course."

Fundamental principles of pedagogy may not be precisely the business of college English teachers. Sooner or later, however, as professors of the science of reading, they may have to intervene to save their own profession. They may have to interest themselves in the earlier preparatory training of their students in that delicate and highly complex art — reading.

DONALD R. ROBERTS
Milton, Massachusetts

CULTURE AND LITERATURE

(Precis of forthcoming talk at annual meeting—Ed.)

Cultural influences upon the teaching of English must necessarily be considered in terms of the position of the English language in our society and in the light

of our national educational aims.

Our upward social mobility typically creates a demand for specific standards of linguistic behavior. Present-day linguistic scholarship is not in a position to furnish a theoretical basis for a rigid purism in language matters. As a consequence, a confused situation has developed, which may prevail for some time.

Currently the best we can do is to give prospective teachers the best knowledge available concerning the structure of English and a broad historical perspective, trusting that their classroom procedures may be enlightened by such a background.

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CONCLUSION TO THE PREFACE...

"... and, finally, I should like to make it clear that I am entirely responsible for the many virtues in this book, which is the best in its field. The students in my classes were no help at all. My colleagues contributed absolutely nothing constructive to the work; in fact, when they learned that I was thinking of publishing, they became pretty unbearable and took every opportunity to undermine me before the Dean and the President. Professor Chaucer went so far as to oppose my request for a summer grant. And as for my wife, she was most uncooperative; as a matter of fact, she fought me every step of the way."

Z. V. HOOKER, II
Roanoke College

NOTICES OF NOTE

(Continued from page 1)

Language, Teaching English as a Second Language, Modern Methods in Teaching Latin (Applied Linguistics), History of the English Language, Modern English Grammar.

Prospective Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. United States citizens and other non-Canadians should direct their inquiries regarding financial assistance to the American Council of Learned Societies, 345 East 46th Street, New York 17, N.Y.

A bulletin giving full details concerning the 1962 Summer School of Linguistics will be available soon. In the meantime, all inquiries should be directed to Dr. Ernest Reinhold, University of Alberta.

The 19th Annual Reading Institute at Temple University will take place the week of January 22-26, 1962. The theme this year will be "Reading in Modern Communications." Among the major speakers are Edgar Dale, noted in communications and education, and past CEA president John Ciardi. Further information may be had by writing to Bruce W. Brigham, The Reading Clinic, Temple University, Philadelphia 22, Pa.

Invocation In Behalf Of An After-Dinner Speaker

ELIJAH L. JACOBS
Franklin College of Indiana

Lord, know this man so erudite;
Let him have audience tonight.
Let him not wander off alone,
But keep him near his microphone;
Or let him note this spacious hall
And lift his voice to reach us all.
(The word that might exalt the spirit
Is lost to him who does not hear it.)
In case his memory have slipped,
Grant that he see his manuscript.
For old jests, grant us courtesy
To laugh enough — as pert as he.
But if he mumble, duck his head,
And strain our attention, let him drop dead.

Letters to The Editor

Sir:

In reference to the article "Behind the Word: Corned" in the October issue of *The CEA Critic*, it might interest Miss Helen W. Noyes and James T. Barrs to know that "corned" (meaning salted) is a term commonly applied to *fish*, as well as to beef and pork, in Swan's Island, Maine. I have summered there for many years and never heard any other term used for salt fish. I would suppose that Swan's Island (near Mt. Desert and Acadia National Park) is not unique in its usage of "corned" (pronounced "conned"). Very likely "corned hake," "corned codfish," etc. are familiar in many regions of coastal Maine. I have also heard the phrase "corn snow" used in rural New Hampshire to mean the coarse, granulated snow that develops in late February and March as a result of many successive freezings and thawings.

JOSEPH W. HENDREX
Western Maryland College

Sir:

Thank you for the Ph.D. booklet with its eminently sane discussion of the teaching-and-research problem. This will be of real assistance in my proposed handbook of research method.

I must say that in my own experience as an undergraduate student and as a graduate student, I have always found the eminent researchers the better teachers — that is, Kittredge, Baker, Lowes, Hocking, R. B. Perry (i.e., the philosopher not Blue Perry, whom I knew but under whom I never studied) and people like that. Of course, there was never any one like Dean Briggs, who never did much research — but he was, after all, a constant and active writer. On the other hand, I have studied under any number of dullards who never wrote a line after the dissertation and sometimes never even that.

With appreciation of your help and all good wishes,

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